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EXTENSION
SERVICE

review

U. S. Department
of Agriculture

September
and October
1975



4-H Yesterday,
Today, Tomorrow

The Extension Service Review is for Extension educators—in County, State, and USDA Extension agencies — to help people learn how to use the newest research findings to bring about a more abundant life for themselves and their communities.

EARL L. BUTZ
Secretary of Agriculture

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EXTENSION SERVICE review

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"4-H — '76 . . . Spirit of Tomorrow"

"Today is yesterday's tomorrow. . . ." These words set the tone for this issue of the *Review*, as we reflect on the heritage of 4-H, look at today's programs, and challenge the horizons of tomorrow.

"From the Past, the Future is Built" — the back-page feature — depicts through historical pictures from the '20s and '30s, some of the programs cementing the foundation of both 4-H and Extension.

Our cover story on the "Wake Up America" relay ride tells of 4-H members along the Eastern Seaboard as they explore their Nation's history, searching the past to find a meaning for the future.

Today, there are more than 7 million 4-H'ers entering an advanced age of technology without losing that one-to-one human touch that is so important. Although the wave of the future may find more "leaders learn(ing) through listening" via FM-radio frequencies (p. 10), there will always be room in 4-H to be ". . . a very special person" (p. 6).

As these youth begin to celebrate the Bicentennial Year during National 4-H Week, Oct. 5-11, Extension challenges them to grasp the future. For *they are* — "The Spirit of Tomorrow!" — *Patricia Loudon*

Bicentennial 4-H Symbol on the back page was designed by Al Brothers, Extension Service, North Carolina State University. (Cover Photo: Ovid Bay.)

4-H'ers outride Paul Revere — by 484 miles!

by
Sue K. Benedetti
*Information Specialist, 4-H
Extension Service-USDA*

Paul Revere made his short but historic ride on horseback the 16 miles from Lexington to Concord, Mass., on April 18, 1775 to warn the people of Middlesex County that the British were coming.

More than 400 4-H members and as many horses took part in another historic ride beginning April 18, 1975 at Minuteman National Historic Park, Lincoln, Mass., and ending 500 miles and 17 days later near the White House in Washington, D.C.

This "Wake Up America" relay ride was designed to kick off Bicentennial activities in communities in Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Delaware, and Maryland, and to call attention to the role of Paul Revere's historic ride in our Nation's heritage.

"This 4-H relay on horseback is one of the first major Bicentennial events," said Monte Bourjaily, Jr., coordinator from the New Spirit of '76 Foundation, Washington, D.C., who conceived the idea and sponsored the event.

Dwight Fuller Spear, founder of the New Spirit of '76 Foundation noted, "The ride has demonstrated the renewal of the Spirit of '76 by the youth of America. During the ride, crowds lined the streets shouting their enthusiasm to the riders as they went through each township singing their slogan, 'Wake Up America.'"

4-H'ers became involved in the ride as a part of their local 4-H Bicentennial commemoration and citizenship programs. They also had another purpose. Saddlebags containing the American Creed, the cacheted envelope of the ride, and signed proclamations from the mayors and



Missi Tracey waiting to pick up the saddlebags in Lincoln, Mass., to begin the second lap of the ride.



Michelle Owens and Patricia Kriemelmeyer present the saddlebags of historic material to Theodore C. Marrs, special assistant to President Ford.



4-H'ers and their horses on the final leg of the "Wake Up America" relay ride.

officials of communities and states that the ride passed through were relayed from one pair of riders to the next.

Patricia Anne Kriemelmeyer, Prince George's County, Md., and Michelle Owens, Delaware County, Pa., were two of the final riders in the relay. They handed the saddlebags over to Theodore C. Marrs, a representative of President Gerald Ford, as they arrived on the Ellipse near the White House for the closing ceremonies.

"It was a great honor and a lot of fun to be one of the 4-H'ers selected to carry the saddlebags in the parade," said Patricia. "It was probably the only chance I'll ever have to ride my horse on the Ellipse."

The 2-year 4-H'er, who was one of 5 riders from Prince George's County, continued, "I thought it was great that the Spirit of '76 Foundation selected 4-H'ers to be the curriers in this ride. It helped to let a lot of people know about 4-H. It was a lot of fun and a good opportunity for 4-H'ers along the East Coast to meet each other."

More than 200 4-H'ers, their parents, volunteer leaders, and 45 horses took part in the final parade and ceremony in Washington, D.C., on May 4. Edwin L. Kirby, administrator of Extension Service, USDA, was one of the government officials who greeted the group. He said, "You represent the thousands of 4-H members over the Nation who will be taking part in local Bicentennial events during 1975-76 and we are proud you were selected and so ably accepted the challenge."

The final parade of marching and horseback 4-H'ers was accompanied by mounted U.S. Park Police, members of the Polaski Legion from Pennsylvania in authentic calvary uniforms of the Revolutionary War, and a Washington, D.C. fife and drum corps. Max Gordon, an 88-year-old blind veteran of the First World War from Detroit, Mich., led the parade.

State and national Extension staff have been working with the New Spirit of '76 Foundation since late



Edwin L. Kirby, administrator of Extension Service, represented USDA at the ceremonies.

1973 to make plans for the ride. Each 3- to 4-mile riding lap over the 500 miles had to be carefully researched and mapped out so that the riders were able to complete an average of 43 miles each day.

Carol Collyer, state 4-H leader of the horse program in Massachusetts, seemed to feel all the planning paid off. She noted, "Each of the members, leaders, family, and friends who participated in the local organization and planning of the ride seemed to develop a strong dedication to the Bicentennial celebration."

Kemp Swiney, 4-H program leader on the ES-USDA staff, agreed with Carol, "Some of the state horse specialists and 4-H staff feel this ride did a lot for 4-H public relations at the local level, and it demonstrated a citizenship responsiveness of youth in making the general population aware of a landmark in history."

Swiney continued, "I was especially impressed with what leaders and parents did to give the 4-H'ers a chance to participate in the closing ceremony. One 4-H'er and her parents drove all the way from Putnam, Conn., with their horse . . . they went that extra bit to paint the horse trailers so that the 4-H'ers wouldn't be ashamed . . . Some of the participants drove most of the night in order to make it to Washington for the final parade and ceremony."

As Carol put it, "Involvement in the Spirit of '76 relay ride has given these 4-H'ers a memorable and meaningful role in the history of their country." □



The fife and drum corps adds color and spirit to the final parade.



One 4-H family member wasn't too pleased with the parade!

"I am a very special person"

by

June Schultz
Art Education

and

Lianne Anderson
Theatre Arts
Agricultural Extension Service
University of Minnesota

"I think all of you are great. Because you're so good at art, and art is my favorite. June, Dale, David, Lianne, and Margaret I think you are the art people in the world.

***Love,
Greg"***



The above declaration is the response of a youngster from Bena, Minn., to a day's involvement in a "Workshop of Expression."

June Schultz, assistant Extension specialist in art education, and Lianne Anderson, assistant Extension

Putting on clown makeup is lots of fun!



sion specialist in theatre arts direct the workshops, which are a part of the Minnesota 4-H expressive arts program. They are designed to enrich children's creative experience and put them in touch with their feelings through poetry, creative dramatics, music, movement, films, puppets, and forms of visual art.

The workshops have been held for 1,500 children in Indian communities, rural schools, inner-city community centers, and classrooms for mentally retarded youngsters.

Each workshop room resembles the biggest party of the year with new, fresh, exciting materials in place at many tables. As community adults arrive, they are asked to assist in teaching and each is given instruction and responsibility for an activity. Each child and all adults wear name tags that state, "I Am A Very Special Person." They include her or his first name and fingerprint to indicate uniqueness. Each child is identified by name many times throughout the day.

As they arrive, the children are invited by a teacher to one of the many tables set up with a wide variety of experiences, each in the realm of a "happy accident." These serve the purpose of discovery and exploration, confidence building, and a chance for the staff to build a sense of trust with the children.

The children are free to move from table to table and have a loud, joyful time for about an hour. While excitement is still high, they are called into a group session, which usually includes a film, body movement, plus discussion and inspiration for the art work which follows. By this time, the tables have been cleaned and prepared for six to eight new art experiences which conclude the morning session.

The afternoon begins with another film, dramatic games, discussion, and more inspiration. The inspiration sets the theme for the creative art work and activities, or sometimes includes clown makeup, costumes, and a circus pantomime.

The stimuli—poetry, books, and music—are chosen to add up to the making of an experience that allows

children to be free expressive individuals with something special to say about their world. Their work is not evaluated, but accepted as a special statement to be hung on the walls at the workshop and then taken home at the end of the day. The community is often invited in for a very informal art show.

The "Workshops of Expression" for children in Indian communities began in the summer of 1972 as a part of the National Art Exhibit held in Minneapolis. More than 500 children participated as a result of the cooperation between the Agricultural Extension Service, a power company, Walker Art Center, and the Minneapolis Institute of Art. The work was exhibited as a part of the National Art Exhibit, and part of the show was on exhibit in the Metropolitan Museum of Art in New York City.

The Grotto Foundation of the Hill Family Foundation now provides funding for supplies, and the Minnesota Agricultural Extension Service provides professional staff and other expenses. The communities involved supply the facility and volunteer leadership.

Cooperation and enthusiasm has increased each year and lasting friendships have developed among Indian people and the Extension staff. Children anticipate the workshop day as they remember the year before. Older children have taken leadership roles after participating for several years.

The workshops have also led to greater involvement in adult education programs. Public school teachers, program aides, 4-H leaders, recreation directors, community volunteers, and teachers of day care and Head Start have all participated in 2- and 3-day leader training workshops.

The "Workshop of Expression" staff and community volunteers realize the power in the act of creating. The excitement and joy a youngster finds in bringing something new into the world can perhaps be seen in this note of thanks.



Happy faces smile, while busy fingers work on a collage at the "Workshop of Expression" in the Twin Cities.

"Dear Friends,

Thank you for coming. I had a lot of fun. I liked everything a lot. Oh, the puppet wants to say something . . . 'Hi, here I am, I'm happy I'm alive. I know I am going to have fun.'

Bye from,

Dawn and the puppet." □



Building blocks help build better relations.

Teens explore parent education

by
Diane T. Welch
*Education for Parenthood Specialist
Agricultural Extension Service
The Texas A&M University System*

Parenthood, according to most adolescents, is one of the last roles they wish to assume. It is also one for which they are least suitably developed. Their immediate concerns usually include peer approval, social activities, and school.

However, trends and statistics strongly imply the need for educational programs which prepare youth for a role some already have, and a future role many will have, as parents or caretakers of children.

The number of Texas teenagers marrying is increasing at a rate four times that of all Texans, and on the national level, one of every 10 girls in the United States is a mother by the age of 17.

While the "fancy" for parenthood education may not be apparent, the need is—how then do you reach a youth audience with a relevant program they will not reject?

This is a goal of a new Texas Agricultural Extension Service (TAEX) project, one of four Extension education-for-parenthood programs currently being funded by the Office of Child Development. The other three pilot programs are in California, Maryland, and Minnesota. Program coordinator is Hope Daugherty, Extension Service-USDA.

The Texas project, "Teens Explore Parent Education" (TEPE), was not developed to provide all the answers, but to stimulate young people to explore and expand their thinking about children, parents, and families.

Its approach capitalizes on youth affinity for "getting together" with their peers, and "talking out" their views and opinions. Small groups of young people, under the guidance of trained volunteer leaders, meet for discussion in a series of six sessions.

Each group member receives a folder containing an attractive, well-developed lesson leaflet for each session. The first, "Heed the Need to Learn," is an overview of the project and why it is important to understand children, parents, and families.

The others include self understanding, the family unit and its

functions, concerns and decisions of beginning families, roles and responsibilities of parents, and growth and development of children. Their stimulating titles are: "Me, Myself and I," "Me, A Parent?," "What's a Mom? What's a Pop?," "Focus—The Little People" and "It's More Than Tying a Shoe."

Twenty counties, representing the 13 TAEX districts, were recruited to pilot the program. These counties represent varied geographic regions—rural, suburban, and urban areas—and differing ethnic populations.

County Extension Service staffs are assuming the major responsibility for implementing the county programs. Utilizing materials developed for the TEPE project, staff members canvassed communities for project support. More than 300 persons have participated in training sessions for volunteer leadership of TEPE youth groups. The major criteria for volunteer leadership are

an interest in and an ability to work with young people. Volunteer leaders range in age from 21 to over 65, some have less than a high school education; others hold graduate degrees. They include women, men, and couples.

During the 6-month period, June-December 1974, more than 1,000 youth participated in TEPE discussion groups, with many positive responses. These included, a Cook County youth participant: "It made me stop and think—it had some good points," Rusk County 4-H'er: "This will really help teenage boys as well as girls become responsible parents. There are a number of teenagers that become parents and know nothing about the responsibility," Colorado County staff member: "Many leaders have stated that TEPE has helped them understand their children better."

A majority of these young people were reached through organized clubs and youth groups; others

through neighborhood friends, special education groups and welfare recipients. Volunteer leaders make the necessary adaptations for the youth needs in their particular groups.

While all groups are encouraged to hold six sessions, time, place, and frequency of meetings are leader-youth decisions. All volunteer leaders and youth active in five of the six sessions receive recognition for participating in the TEPE project. Some youth also will utilize their TEPE activities as a part of a new 4-H family life education activity.

The next phase of the education-for-parenthood program development includes pilot evaluation, revision for statewide usage, and development of supplementary audio-visual materials.

In terms of planning for not only today's but tomorrow's "quality of life" needs, the Extension Service may be a step ahead with parent education. □



Interest in human development increases with TEPE-planned interaction between teens and children.

Leaders learn through listening

by
James T. Bray
*Area Youth Specialist
Cooperative Extension Service
University of Missouri-Lincoln*

"You've been listening to KWMU-FM sideband radio. This has been the sixth in a series of broadcasts designed to assist you in running your 4-H Club. We hope you found the telephone comments helpful and we are looking forward to talking with you again soon on KWMU-FM's sideband frequency."

These closing comments marked the end of the first series of 4-H leader training classes taught via radio in St. Louis County.

KWMU-FM are the call letters for the University of Missouri-St. Louis's radio station. Sidebands are those frequencies that are on the periphery of the main FM signal and can be picked up only with special receivers.

One of the first questions asked concerning the broadcast is "Why?" The best answer is to think of all the problems 4-H leaders have in getting to training meetings, such as: time, distance, dinner, babysitting, and spouse working. The list could go on and on and all of the problems be legitimate.

With this in mind, and with cooperation from the University of Missouri-St. Louis Extension, a series of broadcasts was designed and initiated specifically for 4-H leaders.

Mike Loveless, Extension youth specialist in St. Louis County, and I cooperated on this program.

Broadcasting facilities, station engineers, and radio receivers were provided by the University of Missouri-St. Louis Extension. Mike was responsible for contact with and coordination of 4-H leaders. I maintained campus contact and coordination. Instruction, visual materials, and obtaining resource instructors was a joint responsibility.



Jim Bray conducts 4-H leader training on career exploration utilizing KWMU-FM sideband frequency.

A curriculum was developed that would provide a variety of subjects, including: new projects for urban 4-H, completing the national report form, behavior based on satisfying basic human needs, leadership development, idea exchange, utilizing teenagers in 4-H, clothing leader training, and self-image through personal appearance.

Thirty radio receivers were placed in the homes of 4-H leaders in St. Louis County and each leader was given instructions on tuning the receivers. There are several different types of receivers that will receive from varying distances from the transmitter. The receivers we used would pick up our classes from about 15 air miles. This was sufficient to reach all areas of St. Louis County. On one occasion we broadcast into three surrounding counties by using a 75-mile receiver.

To insure two-way communication, a telephone system was installed in the broadcast studio enabling the

4-H leaders to ask questions. This system was designed to permit the question to be heard by not only the instructors, but also by other 4-H leaders tuned to our frequency. It also permitted the needed two-way communication which is lost in most radio teaching situations.

Visuals and resource materials were developed for each class. These materials were mailed to the participating leaders 4 days prior to each class. Visuals were coded to permit the instructor to refer to specific visuals during the class. Leaders kept the visuals for their own reference and future use.

Prior to the first broadcast, Mike and I conducted a rehearsal at the station. This rehearsal permitted us to make some adjustments in our teaching and procedures that we think improved the classes.

Evaluation of the training was conducted during the series and at the end. We used both verbal feedback and a questionnaire to determine leaders' reaction to this technique.

They made the following comments: "I think this could be very valuable in project leader training" (We have now conducted project leader training and found it to be very worthwhile.), "I think it is a very good way to get information without attending so many meetings," "The best part of the radio broadcast is that if you've had a hard day, you don't have to go anywhere. It's nice to kick off your shoes, sit back, and listen."

We checked with the club leaders and found that most of them had invited other leaders and junior leaders to their homes. We were actually reaching about 100 leaders instead of the 30 anticipated.

Through discussion, evaluation, experimentation, and a lot of thought and planning, some basic guidelines emerged for conducting this type of training:

- Plan topics that have application to all your leaders.
- Keep the discussion as conversational as possible.
- Hold the presentation to no more than 1 hour.
- Talk for no more than 5 to 7 minutes without interruption.
- Be sure to rehearse your presentation prior to the actual broadcast.
- Expect the leaders to be very slow about making telephone calls in the early sessions.
- Respond to calls immediately in the same way you would respond to questions in a face-to-face situation.
- A music interlude of 3 or 4 minutes during the broadcast will aid leaders in calling in their questions.
- Visuals are essential and need to be more detailed than in face-to-face classroom settings.
- Repeat your phone number several times during the class. Have the station engineer turn on a test signal 20 minutes prior to broadcast to give leaders an opportunity to make sure their receivers are tuned to your frequency.

Because of the success of the FM sideband classes, other university staff began to utilize this medium for teaching.

A credit course "Introduction to

Symphonic Music" was packaged and broadcast during the spring semester of 1975. Sixty-five students enrolled in this course.

Future plans for the 4-H youth staff include teaching a short course on "Parent-Adolescent Interaction" statewide. By linking the FM stations

on the four campuses of the University of Missouri, most of the state can be reached for sideband programming. This flexibility permits specialists in St. Louis to be utilized throughout the state, instead of their expertise being limited to one geographic area. □



4-H members and leaders receive training on completing national report forms. Small radio receiver in foreground is tuned to special sideband frequency.

Discovering a Wells Fargo trail, old school houses, and lumbering practices of days gone by, were a few activities which kept me busy last summer.

But there were many more things waiting to be found in Adams County in central Wisconsin. Among these items was *myself*—no longer was I a 4-H member, but a summer Extension agent.

In Wisconsin, college students in their junior summer are eligible for this internship program—a program designed to give you a taste of what an Extension agent does on the job, while applying skills learned in college.

Camp at Waushara County was my first summer event. At camp, visits were made to Indian burial mounds. After one such trip, several boys were playing in the sand. We discussed the horse they built and how it related to the effigy mounds.

Besides working on regular summer 4-H activities, Adams Coun-

Finding myself as a summer intern

by
Debra Block
*Summer Extension Agent
Cooperative Extension Service
University of Wisconsin*

ty was implementing a history activity, which became my main responsibility. Ivan Morrow, youth agent and Renee Ramsay, home economist, worked closely with me.

Emphasizing their heritage, I tried to create an interest among the county 4-H clubs by having them report their historical activities, via their monthly member newsletters.

During club visits, exciting discussions of member's immediate surroundings drew interest. At the "Pep-py Pals" meeting, Carrie Nichols

mentioned that a trail running through their property was believed to be an old Wells Fargo trail. Original survey maps of 1851 show a logging trail through this area, and further north the trail was called, "Pinery Road." Currently, the County Historical Society is tracing the entire trail through the county.

Several one-room school buildings are now town halls and remodeled homes. 4-H clubs meet in these buildings and help with their upkeep.

The "Lucky Clover" club meets in the Peston Town Hall, which once was a school. Once inside, its surroundings remind one of its school



Kids make a horse effigy mound at the Adams County 4-H Camp.



Debra Block, (left), and Renee Ramsay unroll a banner created by Adams County homemakers.

days—blackboards, wooden floors, an aged piano, and a few scattered old desks.

Another history project was assisting the county homemakers develop a slide series on "Know Adams County." I snapped photos throughout the county, discovering points of interest; some of historical value. This was another excellent way of getting to know Adams County and its people.

During the summer, I presented the series to the Golden Agers as well as the County Historical Society. Showing the slides was a great way to expand the historical program. Viewers added more facts to the slides they viewed. Most of all, fellowship between people about

events and places forgotten was now brought to mind and discussed.

So much enthusiasm has been generated by the people in this county that it's overwhelming.

The search for Adams County's history began in the fall of 1973 when public response helped develop the County Historical Society. The group incorporated in May 1974 with several 4-H families involved.

The society is a source of articles for the "Long Long Ago" column in the weekly paper, which keeps citizens alert to local legends, people, and industry which are part of their past. During my internship, I developed four articles on the lumbering industry of the county for this column.

Wisconsin is rich in Indian heritage and a local legend tells how "Petenwell" Lake got its name:

Peter Wells, a local man, and Clinging Vine, an Indian maiden, fell in love. She was already promised to another, so they ran away to elope. Knowing they were followed, they leaped from the cliff into the rushing river. The name became distorted to "Petenwell" and given to this area.

The summer came to a close all too quickly and Adams County will never be the same to me. No longer is it just a stretch of land I have to travel through to get someplace else. But an area rich in memories. It is a community of people who care about their heritage and the place they live.

□

Log cabin building — an Alaskan art

by
James A. Smith
Extension Editor
Cooperative Extension Service
University of Alaska

Log cabin building—the most sought-after housing program in Alaska—has attracted interest all over the United States. Just mention log cabins anywhere and you've got an audience, but if you start talking about insulation and vapor barriers, everyone disappears.

Axel (Bob) Carlson, Extension engineer, discovered this when he first came to Alaska and began giving workshops and writing fact sheets on housing in the arctic state. There are plenty of problems, too—even in new houses built to the highest “lower 49” standards. But these problems and inconveniences were accepted as part of the price of living in Alaska.

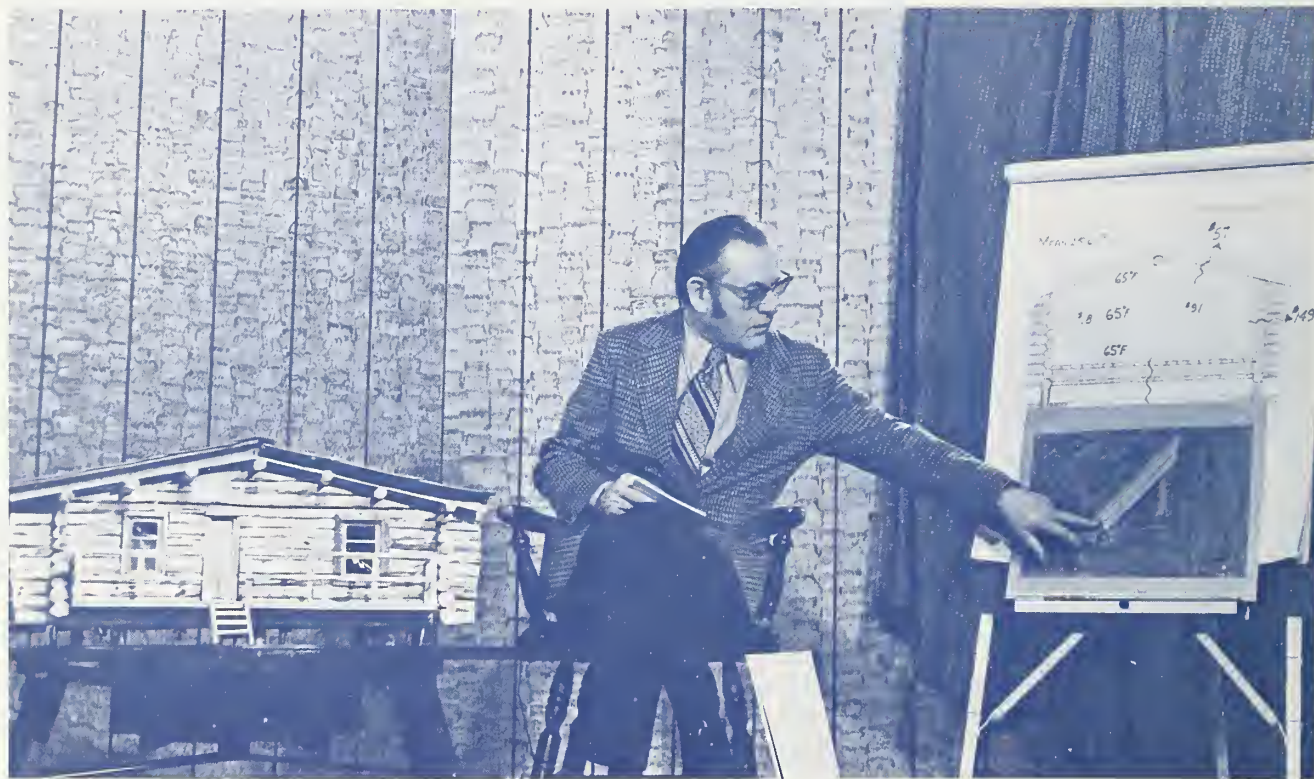
In a new tract home that Carlson himself purchased, the problems ranged from moisture-stained ceilings caused by the lack of vapor barriers to a poorly designed propane heating system that sounded like a jet plane taking off. The floors were continually cold and the doors and windows froze shut when the

temperature dropped to 60° F. below zero.

Then Carlson became aware of the intense interest that many Alaskans have in log cabin building. Perhaps the log cabin symbolizes the self-reliance and independence typical of an era now past where man built his cabin with his own brawn from the trees on his own land.

Although log cabin building as an art has disappeared in many parts of the United States, this pioneer skill is flourishing in Alaska. In fact, it is considered by many to be an excellent utilization of the small log from interior Alaska.

When a revised version of a booklet entitled *Building a Log Cabin in Alaska* came off the press in 1971, Alaska's Cooperative Extension Service had a best seller. More than 50,000 copies have been sold, many of them outside Alaska. The publication—P-50A—now in reprint, can be purchased for \$1.00



Carlson points out methods for sealing the vapor barrier in one of 20 programs in a series on “Building a Log Cabin.”



One of the hard-labor aspects of log cabin building is peeling the logs. Here Carlson demonstrates the use of a draw knife in an Alaskan log cabin workshop.

plus 25 cents postage from the Information Office, Cooperative Extension Service, University of Alaska, Fairbanks, Alaska 99701.

Capitalizing on this intense interest, Carlson changed his housing workshops to log cabin building

workshops. Soon he had more students than he could teach—requests poured in from all over the state. Last year, after a workshop was advertised in Anchorage, 500 people signed up. In a recent workshop offered for credit, 190 people enrolled for 30 hours of instruction.

Not everyone is happy with Carlson's log cabin courses, however. One or two out of each class question why he spends so much time on insulation, vapor barriers, and multiple pane windows. Carlson makes no attempt to cover up the fact that his main objective is teaching correct arctic building principles.

Many prospective cabin builders forget that there is more to a house than log walls. As Carlson puts it, "Yes, I do get complaints at the beginning of each course, but I tell them to hang on, we'll get to log building eventually." Generally those who complain at the beginning return at the end to thank him for explaining how to build comfortable low-maintenance homes.

So many people are requesting the log cabin workshops, Carlson can no longer teach them all himself. Now he is utilizing television to meet the needs of people who can't attend the workshops, or who live in remote areas where they can't be offered. A series of 20 half-hour programs was produced in 3/4-inch videocassette format in cooperation with a local commercial television station. With assistance of a grant from a pipeline service company, Alaska's newest residents, the Alaska pipeline workers, have been among the first to view the series.

Over the past 4 months, more than 400 workshop packets have been distributed at \$5.00 each to pipeline workers. The series is broadcast to pipeline construction camps by videocassette recorder and a low-power transmitter of the type used in translator systems. This fall and summer the series will be available throughout Alaska for workshops utilizing videocassette recorders and monitors in schools operated by the State of Alaska and the Bureau of Indian Affairs.

As a result of the log cabin housing program, several thousand Alaskans now not only know a little about log cabin building, but they also know considerably more about how to build comfortable low-maintenance houses for arctic and subarctic climates. □

A "jug for all seasons" might well describe a new Michigan apple product that is forging a place for itself in the state market picture, thanks to some valuable help from Extension.

Produced by a Sparta orchard, the apple cider concentrate is proving increasingly popular throughout southern Michigan.

Whether you want a cider drink, ice cream topping, glaze for baked ham, or flavoring for your milk shake—the apple concentrate will do the job. You can also use it for flavoring in homemade ice cream, fruit pies, cakes and cookies, or for making jams and jellies.

And if you're one of those who likes things hot—the apple concentrate will make one of the best hot drinks you can find anywhere!

Sounds good, huh? Well it is. But it didn't all happen overnight. Two years ago Roger Saur, operator of his own orchard and lifelong apple grower, had an idea.

Saur had heard the American wine industry was importing a concentrate product from Europe and he didn't like the idea of importing something Americans could make at home.

"I thought I could do something about it," says Saur. "So I contacted some wine manufacturers and they said if I could come up with a good product, they'd buy it."

Saur knew what he wanted, but he wasn't sure about how to go about doing it. That's when Extension came into the picture.

West Michigan's District Marketing Agent Norm Brown was attending a fruit growers meeting at Saur's orchard.

When refreshment time rolled around, Saur served apple cider made from the concentrate, mentioning he would like to retail market the product.

Brown offered both his advice and the resources of the Michigan State University (MSU) Cooperative Extension Service, and apple cider concentrate was on its way to becoming a consumer product in Michigan!

The next step—making consumers aware the product existed. Brown

"An apple a day . . ."

by
Jim Lutzke
Editor
*Office of Information Services
Cooperative Extension Service
Michigan State University*



Norm Brown, district Extension marketing agent, and Cathy Gallagher, Extension home economist, prepare an apple concentrate display in a supermarket.

worked with Linda Christensen, MSU marketing editor, to have the apple concentrate included in a "press day" held last November at Edmore.

The apple concentrate contains no preservatives and keeps for more than a year without refrigeration, because it is 72 percent sugar. Products containing more than 68 percent sugar require no refrigeration. In addition, cost is about half that of regular apple juice sold in supermarkets.

Press representatives from throughout the state saw and tasted the new concentrate at Edmore. But the product still contained a flaw. Its cellophane package showed a tendency to leak.

Brown then introduced Saur to MSU specialists who could help. Representatives from the School of Packaging designed the attractive polyethylene pint-size jugs which have since proven so successful. Personnel from the Department of Food Science helped with ideas on quality control and maintenance; and Extension marketing specialists assisted with label design.

Things began to happen. After the Edmore conference, Michigan consumer marketing information specialists were hard at work helping with media exposure in their respective districts.

Back at Michigan State, Consumer Marketing Information Specialist Sheila Morley introduced the apple concentrate into campus banquets and worked with Radio-TV Editor Roger Brown to provide television exposure.

Meanwhile, Norm Brown had approached the owner of a local supermarket in Grand Haven and won a promise to give the new product a try. Next the marketing agent appeared on a 2-hour long radio program, explaining what the concentrate was all about and inviting listeners down to the supermarket for a free "drink on Norm."

Soon afterwards, a chain of markets accepted the product. Brown and Saur realized they were on the way, but there was still more to



Apple grower Roger Saur holds a jug of cider concentrate in front of his newly designed equipment.

be done.

Next on the agenda was a call to the retail manager of another chain. Explaining the apple concentrate's advantages over existing products, Brown asked for a trial run. After a few moments of total silence, the answer came over the line: "You've got three stores for 3 weeks. If the product sells, we'll put it in all our stores; if it doesn't, you're out."

Saur and Brown immediately arranged for demonstrations at these stores in Flint, Okemos, and Ypsilanti. A lot of free apple drinks were poured during that busy trial period.

But when it was all over, the apple cider concentrate was stocked in

every store of that chain in Michigan!

Since then, another supermarket is featuring the product and the future is looking brighter all the time. Brown has now enlisted the help of Extension home economists to increase consumer awareness, and Saur is thinking of hiring a team of four women to conduct in-store demonstrations throughout the southern part of the state.

Of Brown, who also helped Saur with broker selection, the apple grower has this to say:

"Norm came along and lifted me right off the ground. I didn't even know I was doing anything special. He provided that 'spark' I needed."□

Where There's a WILL



by
John A. Wallize
Associate Extension Editor
Iowa State University

Estate planning is a necessary part of life, often neglected by our society. But, with the help of a videotape presentation prepared by the Iowa State University (ISU) Extension Service, more than 72,000 Iowans are now more aware of estate planning and what it involves.

Developer of the videotape series is Dr. Neil E. Harl, ISU Extension Service economist and a member of the Iowa bar. Over the past decade, his fast-paced Extension programs on estate planning, legal affairs for families and businesses, tax workshops, farm business organizations, and retirement programs have all been popular in Iowa.

But Harl spends only 25 percent of his time with Extension. The other 75 percent is allotted to teaching economics and research on campus.

This time limitation led to creation of the videotape programs. Exploring ways to increase his capacity to bring more legal affairs education to Iowans, Harl suggested putting his estate planning program on television.

The 4½-hour presentation on estate planning—usually presented in an all-day program—was condensed into a dozen 15-minute programs by Harl and Virginia Harding, Extension

radio-TV editor, who directed the video productions. By the fall of 1972, "Where There's a Will . . ." was produced on broadcast tape in color and offered to Iowa's television stations.

Four commercial stations, two cable operations, and two educational television stations ran the estate planning series. The educational stations each ran the program twice in different time slots.

An estimated 61,200 Iowans viewed these broadcast or cable programs. Viewers were invited to write for an Extension Service publication designed to supplement the TV programs. One commercial station reported requests for the publication exceeded all other offerings on the air. Since the fall of 1972, Extension has distributed more than 35,540 copies of the companion publication.

Meanwhile, Iowa's 12 area Extension offices were equipped with 3/4-inch videocassette playback units and large color monitors. "Where There's a Will . . ." was copied onto cassettes and offered for county and area programming.

ISU Extension maintains six complete sets of the videocassettes for these local programs. By March

1975, the tapes had been booked 62 times. These bookings ranged from a single presentation to one where the tapes were used at 10 locations in 9 counties over a 2-month period with audiences totaling 840.

More than 9,691 people attended the Extension Service programs throughout the state to view the videotape programs. And the series is just now starting in the populous Des Moines area.

Local meetings are conducted by county Extension directors or area specialists with local attorneys appearing on each program to answer questions after the videotape presentations. Participants receive a kit containing the publication summarizing the estate planning material and guidelines for discussion. The guidelines contain points to consider before viewing, summaries, and work problems to apply the abstract principles of estate planning to specific and individual situations.

After learning about the tapes, vocational teachers ordered six sets for their use throughout the state. These instructors estimate about 800 people have viewed the tapes in programs they sponsored. One church also conducted a program using the videotapes with an audience of 109.

To test the effect and value of the programs, a number of small-scale evaluations have been conducted. A two-page questionnaire was sent to all those who requested a copy of the estate planning publication offered on three of the commercial television stations. That study revealed:

- About half of those requesting the publications saw six or more of the program series; 17 percent saw all 12 programs.

- Television was the best advertiser for the commercial broadcast programs—39 percent heard the series advertised through spot announcements before the broadcast; 30 percent just happened to see one of the programs on television; and about 10 percent said they heard of the television program through newspaper articles.

- Nearly 70 percent of the viewers already had an estate plan.

- About one-third of the viewers said they reviewed their present es-

tate plan as a result of the program; about 20 percent admitted they took no action.

- Almost all encouraged handling other Extension educational topics on television.

Evaluation also was conducted with a number of audiences viewing the videotapes at Extension Service and vo-ag sponsored meetings. Here are the findings from evaluation forms completed by participants in three Extension and one vo-ag program:

- Nearly 50 percent saw all 12 programs; 82 percent saw more than half of them.

- 58 percent of those attending already had a will.

- 45 percent said they were reviewing their estate plan as a result of the program.

- 72 percent said they had been reluctant to do anything about estate planning and the program encouraged them to go ahead.

- 91 percent said they'd en-

courage development of more videotape educational programs.

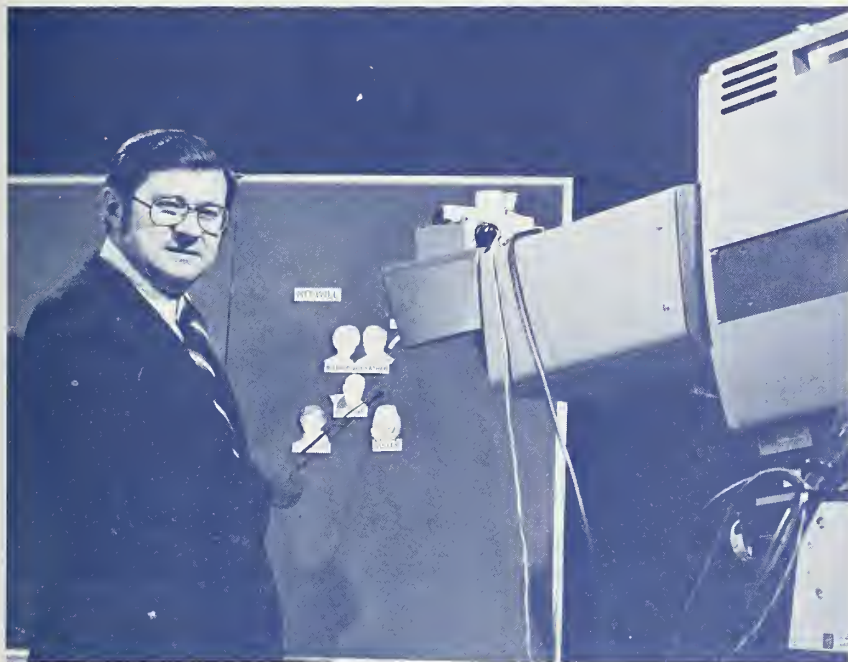
In analyzing responses of those who did not have a will before viewing the program, 39 percent said they were now discussing an estate plan with members of their family; 27 percent said they were reviewing their estate plan—apparently examining how property was owned; 12 percent said they were going to make an appointment with an attorney to prepare a will; and 21 percent said they planned to take no action.

Both viewing groups responded favorably to the companion publication.

"Where There's a Will . . ." was the first program series to be offered to area and county offices on videocassette. Today, ISU Extension has 26 such programs.

Extension education with videocassette programs offered to the public through a wide variety of outlets is, indeed, the wave of the future.

□



Dr. Neil Harl points out the problems involved in having no will.

Mobile homes are for people, too

by
Mildred Payne
*Extension Specialist,
Home Furnishings
Virginia Polytechnic Institute
and State University*

On a sloping, grassy site adjacent to the Food Science and Technology Building on the Virginia Tech campus in Blacksburg, Va., stands a lone, neatly landscaped mobile home. It isn't the dwelling of a professor, nor a married student. This mobile home is the site of scholarly research; in this case, the research is to benefit the more than 9 million Americans to whom a mobile unit is simply "home."

Results from the 4 years of research at Tech's mobile home test site include a new design concept for mobile homes; a new system of heating and cooling; improvements in insulation, underpinning, storage,

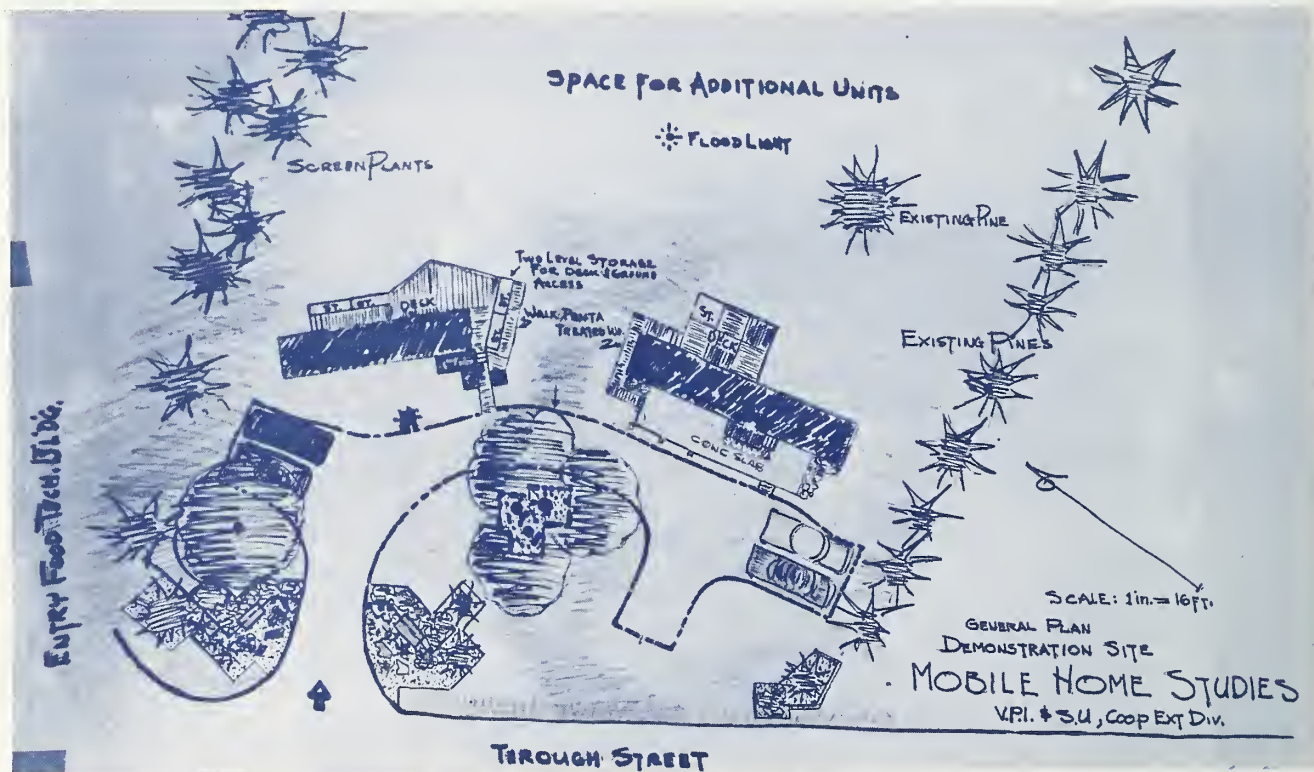
interiors and furnishings; and development of educational programs to help improve existing mobile homes and mobile home parks.

In 1971, the Extension Service at Virginia Tech became vitally interested in mobile home living out of concern for people who chose this mode of housing either out of necessity or preference.

Why couldn't mobile home dwellers enjoy the same privileges and satisfactions as conventional home dwellers? Were they doomed to be frowned upon for living in "wobbly boxes" in "aluminum jungles"? Did they have to be zoned into undesirable areas of a jurisdiction—or zoned out completely? Why was the tax structure so controversial, and why were they subjected to so much undesirable publicity?

There were many reasons for this—the image of mobile home parks was poor at best. Often there were few regulations requiring skirt-ing, and home sites were too frequently crowded with little or no "green area," open space, recreational facilities, or vegetable gardening plots. In short, too little thought was given to the fact that mobile home parks were communities for *people* and that *people* were living in mobile homes as a part of the total adjacent community.

The Extension Service at Virginia Tech felt that education was the only way to improve this situation. We solicited the help of those most concerned. Faculty from all three segments of the University (Extension, Research and Teaching) became involved. The Virginia Farm and Home Electrification Council had already shown an interest in this concern by holding a statewide mobile home seminar, so their help was sought. They responded enthusiastically with funds and expertise.



JC Garrett's design for the demonstration mobile home site on the Virginia Tech campus.

A Virginia manufactured housing association had an interest in this concern, too, for mobile homes were their bread and butter. "Yes," they said, "they would help by supplying homes for our demonstration site."

JC Garrett, Extension community landscape improvement specialist, is a true environmentalist—he believes in making the best use of existing conditions without disturbing the terrain any more than necessary. JC wanted to develop a site which would demonstrate mobile home park development incorporating effective orientation; maximum utilization of outdoor living space; pleasant, easy to maintain landscaping, convenient parking and all underground utilities.

An attractive approach and driveway gave the feeling that this was a "segment" of a park, as was intended. The two individual mobile home pads were situated to make the best use of the space available. Appropriate and effective lighting was planned and installed. Great care was taken to incorporate safety and low-maintenance features into the landscape plan.

The manufactured housing association placed a factory-built home on the site. To date three different homes have been on the demonstration site for use by interior design classes; landscape classes; in-service training for professional and paraprofessional Extension workers; tours by high school home economics classes, homemaker groups, 4-H'ers and professional groups meeting on the campus.

A survey made of visitors the first year supplied the committee with information used in designing a totally new concept in mobile homes.

Some of the major concerns of the committee working with this design were to incorporate good appearance inside and out while planning for efficiency in climate control, sound control, construction methods, and space utilization. An integration of the interior with the exterior environment was of utmost concern.

We feel we are well on the way to a



Mildred Payne, Extension home furnishings specialist (left), shows Sue Flora Thompson a unique feature of the remodeled mobile home.

changing concept for the mobile home of the future; but what of those homes which have been around for a while?

With housing becoming a real crisis, many requests were reaching our housing and home furnishings specialists concerning renovation of older mobile homes. No one seemed to really have the answer on how long a mobile home should last. There are still some occupied which have been around since the thirties.

In January 1975, the Mobile Home Demonstration and Research Project Committee obtained a used mobile home for the site to use in research and demonstration on upgrading older mobile homes. Funds are currently being sought to carry out this research in a way which will be most beneficial to mobile home owners as well as industry and educators.

An interior design student, Sue Flora Thompson, living with her hus-

band in a very small one-bedroom mobile home near the campus became intrigued with the mobile home project. Not really in the market for a new home, because of their temporary situation, the couple decided to do a little remodeling and rearranging of space to better meet their needs.

Using our mobile home as a model, their living room became a "studio" room for sleeping, living, and entertaining. Both students, they felt a real need for a study area. Thus, the bedroom became a den or "study," where either one or both could find absolute quiet for their work. Improved lighting was also a definite priority in their remodeling plans.

To help people in Virginia in making decisions regarding the purchase of a mobile home or to assist others in renovation of older mobile homes, plans include publications and teaching materials for interested persons and groups. For we believe that *mobile homes are for people, too!* □



Caring for others

. . . in Pennsylvania

by
Nelson H. Gotwalt
Extension Press Editor
The Pennsylvania State University

When things just don't happen, you have to make them happen.

This is the philosophy Anna Mae Lehr, Columbia County, Pennsylvania, Extension home economist used when dealing with rural health care needs in the northern part of her county.

She listened to people in the county's rural areas make remarks like "If we could only get a doctor;" or "If it weren't so far to get to a hospital;" or "Older persons living alone could be dead for a week and no one would know it;" then planned her strategy to improve medical services.

It was 2 years ago when she started her project. First she prepared a series of news articles for county newspapers on the need for a health care system. Then, at an Extension homemakers meeting, she asked representatives of the Central Pennsylvania Health Council, the mayor of Benton, and the president of the Benton Kiwanis Club to present their views on the subject. Interest in rural health care needs among the people ran high.

Following this meeting, a volunteer health care steering committee was formed. The program, however, never got off the ground because the representative of the Central Pennsylvania Health Council transferred to another district.

"This past year I talked with doctors and members of the Columbia County Board of Commissioners and decided to make another attempt at solving the problem," Ms. Lehr said. "With support from the County Commissioners and the Rural Health

Group of Luzerne County, I called a public meeting."

Following discussion at this meeting, a steering committee was selected which included presidents of organizations, township supervisors, and ministers. This time things really started to happen!

Officers were elected, bylaws written, a charter adopted, and incorporation of the Benton Area Health Care Center was decided upon. The ultimate aim is to have three physicians and two dentists work out of the Center.

"Everything started to fall into place," the home economist relates. "The Benton Borough Council worked out plans to donate a tract of land for the center. The county commissioners are going to appropriate \$10,000 toward construction of the facility. We hope to have the center in operation by July 1, 1975."

The area to be served includes two boroughs and five townships in Columbia County; two townships in Lycoming County; one borough and two townships in Luzerne County; and a Sullivan County township.

The Center's steering committee meets two times a month while numerous subcommittee meetings are held between regular sessions.

"As Extension home economist, my role thus far has been to organize the group, assist with the publicity, find available sources of funding, and distribute educational health care materials," Ms. Lehr emphasizes. But, thanks to her efforts, health care for many rural Pennsylvania residents will now be a reality. □

. . . in Montana

by
William Beasley
Asst. Extension Editor
Extension Information
Montana State University

On May 28 at the Washington Monument grounds in Washington, D.C., Anne Rehbein, Teton County Extension agent at Choteau, received one of USDA's highest honors—the Superior Service Award.

Anne won by assisting county residents study, tackle, and conquer a major problem—lack of adequate emergency medical services coupled with drug and alcohol problems.

The life-saving results came through an “umbrella” organization, Emergency Medical Services Council. With strong community support and hard work of local people and organizations, the council made many accomplishments including:

- Two new and two converted ambulances, all with oxygen, suction and extrication equipment and intercom and two-way radio systems.

- Approximately 75 emergency medical technicians fully trained to serve on ambulance crews or in emergencies.

- A new communications system using radio and telephone to put ambulances and area hospitals in almost instant touch with doctors or emergency services.

- Adoption of “911” and “Enterprise 777” phone numbers to provide toll-free access to medical, fire, law enforcement or emergency service for all residents.

A \$26,324 Emergency Medical Service grant was obtained with Anne's assistance and matched with mill levy funds to improve ambulance and emergency services.

But the service was only as good as the ability to use it. People needed to know the emergency numbers and how to use them. Soon Ms. Rehbein was in the middle of a campaign using bumper stickers, phone paste-ons, and news media to teach people the numbers.

She then completed an emergency medical technician course in Great Falls that qualified her to serve as one of three lay coordinators for the two courses at Deaconess and Columbus hospitals in Great Falls.

The entire county was represented by the 42 who completed the first course and 33 in the second group—including several registered nurses.

Course material included anatomy, physiology, types of injuries, childbirth, child patients, extrication from vehicles, moving of patients, airway obstructions, pulmonary arrest, bleeding, shock, fractures, bandaging, and other subjects.

Extension Homemakers Clubs worked with county commissioners,

and later with the Heart Association to sponsor a blood pressure clinic at which the emergency medical technicians checked 323 persons.

Nearly 500 women's club members worked with doctors, public officials, ambulance services, a ski club, 4-H leaders and others. Most 4-H members and approximately three of every four youths in the county helped in the emergency telephone number campaign.

As Dr. Carl J. Hoffman, Montana Cooperative Extension Service director put it: “Anne's award was not only a personal tribute to her, but to the Extension Service and to all the people of Teton County who worked so long and so hard for adequate emergency medical services.” □



Leif Larson, first aid instructor in the emergency medical technician course, checks out the new ambulance heart monitor equipment on Rob Reiding.

4-H '76



Spirit of Tomorrow

From The Past, The Future Is Built.

